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ABSTRACT

How can teamwork be implemented effectively in university-level advertising classrooms? This paper reviews literature on the nature, structure, and function of teams and processes for managing teamwork. Based on this literature, an innovative approach to contract teamwork is introduced for use in an entry-level graduate course on integrated marketing communication. The paper provides information on implementation and evaluation of that approach with suggestions for improving and expanding contract teamwork in advertising classrooms. (Contains 24 references and 4 tables of data; an appendix contains excerpts of the course syllabus.)
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Contract Teamwork: A Way Out of the Ivory Tower

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Abstract

How can teamwork be implemented effectively in university-level advertising classrooms?

This paper reviews literature on the nature, structure, and function of teams and processes for managing teamwork. Based on this literature an innovative approach to contract teamwork is introduced. The author provides information on implementation and evaluation of that approach with suggestions for improving and expanding contract teamwork in advertising classrooms.

"Grades in school do not predict success in a career. Social skills do. It is time for schools to leave the ivory tower of working alone and sitting in rows and more realistically reflect the realities of adult life" (Johnson, Johnson, & Smith, 1991, p. 11).

Many advertising educators have descended from the ivory tower described by Johnson, Johnson, and Smith. Robbs and Gronstedt (1997) noted that advertising agencies are placing increasing value on teamwork and that advertising educators are responding with an increased interest in and adoption of teamwork. Beard (1997) reported that most educators who teach the advertising campaigns course require students to work in teams. But in both of these recent studies of teamwork in advertising education, the authors noted that advertising educators still struggle with the realities of implementing teamwork in the advertising classroom.

Instruction in how to create, nurture, and manage teams can be found in both the business literature (see for example Ju & Cushman, 1995; Parker, 1994; Syer & Connolly, 1996) and the education literature (see for example Bosworth & Hamilton, 1994; Foyle, 1995; Hertz-Lazarowitz & Miller, 1992; Johnson, Johnson, & Smith, 1991; Topping & Ehly, 1998). But applying this instruction to the university-level advertising classroom is sometimes difficult. The business literature often assumes that teams in an organizational environment have long and stable histories. The education literature often assumes that the instructor is working with children or teenagers. When the literature does address college-level teamwork, it tends to focus on the liberal arts and sciences rather than on professional programs such as advertising.

Yet the literature clearly suggests that teamwork is advantageous to both the student and the teacher. Maheady (1998) identified five key advantages of teamwork in the classroom: higher academic achievement, improved interpersonal relationships, enhanced personal and social development, more positive learning environment, and motivation. Ju and Cushman (1995) indicated that teamwork in the workplace also leads to clear qualitative and quantitative advantages including the ability of the team to create a product or service that no single individual could create

alone. Nelson-Le Gall (1992) emphasized the importance of "help-seeking" as a way for children to bridge their need for autonomy with their need for social support. She noted that students who learn to form teams that help them solve academic problems will develop skills that can be adapted to learning and achievement contexts throughout the life span.

Advertising educators may be tempted to use teamwork as a way to reduce the number of papers a professor must review and grade. But the real challenge for advertising educators is to apply team-building skills to a professional program in such a way that students gain all the educational benefits of supportive team processes and are also prepared to make the transition to the world of work. This paper reviews relevant literature on teamwork and offers a description of a unique application of these principles to a graduate course in marketing communication. Suggestions are made for how this teamwork model might be applied in other courses.

Literature Review

Teams have been central to most advertising agency creative departments since the 1960s when William Bernbach instituted the copywriter/art director team as the central creative unit. However, the use of teams is shifting and expanding. For example, Kover, James and Sonner (1997) suggested that dyadic creative teams may need to be broken up. Copywriters and art directors may find consensual validation by working with a team member who can help them face the daily uncertainty of their jobs. But the creative staff also needs to interact more deliberately with the audience. Enlarged teams, which incorporate additional agency personnel as well as representatives of the marketer and the consumer, help to provide the creative staff with that needed exposure.

In their interviews with 44 senior communication managers at nine U.S. companies, Robbs and Gronstedt (1997) reported that they chose to explore teamwork from the marketer's perspective (rather than from the agency perspective) because marketers have a greater depth of

resources which has allowed them to provide more formal and extensive team training than agencies. Thus, organizationally based marketers may be more informed and practiced in teamwork than their counterparts in advertising agencies.

Beard (1997) suggested that advertising educators should take a lead role in preparing students for teamwork. Agencies may not have time or resources to train employees in teamwork before thrusting them together to work on a campaign. But professors whose objective is the end of the semester rather than the start of a campaign should take the time to train students in the process of effective teamwork.

The Nature of Teams

Ju and Cushman (1995) reported that organizations that utilize self-managed teams differ from traditional organizations in the following ways: 1) the former are usually leaner with fewer levels of management; 2) the leader is more of a coach than a planner or controller; 3) the reward systems tend to be skill- or team-based rather than based on seniority; 4) information is shared readily with all employees; and 5) employees are expected to learn multiple tasks required of the team. Advertising students need to be taught how to work in such organizations.

The education literature provides general guidelines for how to teach students to work in collaborative, team-based, help-seeking environments. For example, Hertz-Lazarowitz (1992) wrote that teachers should encourage students to aspire to the top levels of the following upward hierarchy of social behaviors: competition, initial exchange, cooperation, coordination, and integration.

Johnson, Johnson, and Smith (1991) indicated that for teaching to be cooperative, five basic elements must be included: positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. They summarized the difference between cooperative learning teams and traditional learning teams as illustrated in Table 1.

Table 1. Differences between Team Types (Johnson, Johnson, & Smith, 1991)

Cooperative Learning Teams	Traditional Learning Teams
Positive interdependence	No interdependence
Individual accountability	No individual accountability
Heterogeneous membership	Homogeneous membership
Shared leadership	One appointed leader
Responsible for each other	Responsible only for self
Task and maintenance emphasized	Only task emphasized
Social skills directly taught	Social skills assumed or ignored
Teacher observes and intervenes	Teacher ignores teams
Team processing occurs	No team processing

Team Structure

Most educators (see for example Johnson & Johnson, 1994; Samuelson, 1995; Slavin, 1990) have suggested that heterogeneous teams provide the best mix for successful learning. Samuelson (1995, p. 77) suggested that factors to consider when organizing the teams include: "grade point average, demonstrated ability in the class, major, gender, race, ethnic group, age, and/or social/fraternity membership." Miller and Harrington (1992) advocated that students be assigned to teams on the basis of unique individual attributes in order to maximize heterogeneity of skills and abilities. Ventimiglia (1995) indicated that teams should stay together long enough for students to be productive, but every student in the class should have the opportunity to work with every other student sometime during the semester.

While most of the education literature suggests that the teacher should assign students to teams to ensure heterogeneity and balance, there is some evidence that greater long-term value may be achieved by allowing students to identify peers who may be able to help them with learning tasks. For example, Nelson-Le Gall (1992, p. 59) wrote:

It is important for children to know and to act on the knowledge that all persons do not bring equal credentials to the role of helper for any given problem for which help is sought. Such matching of helpers and help-seekers is important in learning situations because the help-seeker and the helper may need to renegotiate their ways of viewing the task and interaction before helping can proceed effectively.

Syer and Connolly (1996) discussed the realities of team formation in the business world.

They noted that while personal traits such as loyalty, honesty, and good humor are all important, the criteria that really counts is the ability or potential ability to provide the level of technical skill required by the job.

Team Functions

Both the education and business literature has addressed team functions. As illustrated in Table 2, key elements of teamwork identified by educators (Lyman, 1995) are remarkably similar to key elements of successful teams in cross-functional organizations (Parker, 1994).

Table 2. Components of Successful Team Building

In Education (Lyman, 1995)	In Organizations (Parker, 1994)
Work in heterogeneous teams	Train on working with a diverse team of people
Team rewarded for teamwork	Emphasize collaborative efforts and team rewards
Positive interdependence in the team	Create policies that support team-based environment
Individual accountability	Get individual commitment to team goal
Provide team with feelings of success	Have a clear team goal and a plan to achieve it

Similarly, the education and business literature also identifies multiple types of teams that are best suited to managing different educational and/or organizational functions. As illustrated in Table 3, four types of teams used in education (Hertz-Lazarowitz, 1992) closely parallel four types of teams identified in organizations (Syer & Connolly, 1996).

Table 3. Four Types of Teams

In Education (Hertz-Lazarowitz, 1992)	In Organizations (Syer & Connolly, 1996)
<i>Basic</i> teams in which a task is shared among two or more individual students.	<i>Functional</i> teams that address issues such as finance, marketing, and human resources.
<i>Task-based</i> teams in which the task is divided into subtasks and each component is assigned to different individuals.	<i>Lightweight</i> teams that assign members to the team on a part-time advisory basis.
<i>Networked</i> teams in which tasks are divided both horizontally and vertically so that students can identify differences and similarities among tasks.	<i>Heavyweight</i> teams that are composed of individuals for whom the teamwork is a primary assignment.
<i>Integrated</i> teams in which all information is integrated into a cohesive whole.	<i>Autonomous</i> teams that establish their own structures, norms, memberships and functions.

Managing Teams

Flannery (1994) wrote that: "Collaborative learning requires an authoritative instructional presence if it is to be successful. However, the role of the teacher in exercising such authority is substantially different from his or her role when using didactic teaching strategies." Perhaps one of the reasons that teachers have been reluctant about leaving their "ivory tower of working alone and sitting in rows" (Johnson, Johnson, & Smith, 1991, p. 11) is that they are uncertain about how to exercise authority in a team-based learning environment. Two of teachers' primary managerial concerns are grading and "social loafing."

Cramer (1994) noted that collaborative, team-based classrooms offer a significant challenge to educators who are mandated to evaluate students' knowledge fairly and effectively at the end of every course. She recommended the use of varied, ongoing assessment to monitor students' progress throughout the semester. Teachers may assess teamwork processes and/or the product of a team's work. Journals, student papers, and team evaluation forms to be completed by the students are also valuable tools. The key to evaluation of student work, is "effective planning, careful consideration of course content goals, and student involvement" (p. 80).

Both teachers and students often worry that teamwork may lead to "social loafing" on the part of one or more students who do not fully participate in a team situation. Hertz-I azarowitz, Kirkus, and Miller (1992) reviewed pedagogical literature that supports such fears. Individual reduction of effort in team situations has been found in examination of both physical efforts and cognitive tasks. Social loafing has also been found across cultures. The authors suggested that one of the reasons that social loafing occurs is "the inability of self or others to evaluate one's individual contribution to the group product" (p. 257). They suggested teachers should structure team tasks so that individual efforts are identifiable and can be compared with the efforts of other team members.

Teamwork: An Implementation

Because of the strong emphasis on teamwork in both the education and business literature, it seems prudent for advertising educators to incorporate team tasks in the advertising curriculum. As noted earlier, most advertising campaigns courses are built on a teamwork foundation. But how can teamwork be incorporated effectively into other courses in the advertising curriculum? This paper provides an example of how teamwork has been integrated into the marketing communication class at a large northeastern university.

This marketing communication class is an overview, for graduate students, of integrated marketing communication. It is a required entry-level course for students pursuing the marketing communication concentration in this professionally oriented master's degree program. It is a recommended elective for public relations master's students. It is also available as an elective to students in other master's-level programs such as journalism, communication studies, and even non-communication programs such as business and law. Some advertising students take the class, but most of them are encouraged to take a principles of advertising course as a prelude to their advertising-focused studies rather than this marketing communication course which is designed for students who want to study a broader spectrum of integrated marketing communication.

The team processes described in this paper were used in the fall 1998 semester when 29 students were enrolled in the class. The class was offered in the evening and, because the university is in a major metropolitan area, it attracted both full-time and part-time students. Age of the students ranged from 21 to 42. Seventeen of the students were women and 12 were men.

The primary goal of the course was to provide students with an overview of the integrated marketing communication process. The focus of both the course and the master's program is primarily managerial. Secondary goals included introducing students to teamwork concepts and preparing them for entering the job market. As Taylor and Shuehan (1997) have noted, advertising educators have a dual responsibility to teach both theory and practice. Yet, in most advertising curricula there is little formal attention given to job-search skills.

Assessment of student progress in the class was based on five primary criteria each of which counted toward the final grade as represented by the percentages in parentheses: developing a marketing communication plan (54%), case studies (21%), team processes (15%), class participation (5%), and quizzes on readings (5%). Teamwork was involved in all parts of the class except for participation and quizzes. Portions of the syllabus that describe these teamwork processes are included in the appendix.

Case Studies

The analysis of case studies was developed to meet criteria established in much of the pedagogical literature on teamwork. Students worked on three case studies throughout the semester. The teacher assigned students to three different heterogeneous teams with the goal of enabling students to work with as many of their classmates as possible over the course of the semester (Ventimiglia, 1995).

Prior to beginning their work on the case studies, students were given training both in how to approach case study work (a new experience for many of them) and how to work in teams.

Application of teamwork to the advertising function was discussed and students were given basic instructions in forming, storming, norming, and performing (Robbs & Gronstedt, 1997). Students were given the autonomy to structure their own team processes. However, most chose to "brainstorm" together about the case situation and then delegate the tasks of writing the report to team members – a form of lightweight (Syer & Connolly, 1996) or task-based (Hertz-Lazarowitz, 1992) team.

Each team wrote a single case report and all members of the team earned the same grade for the case report (Lyman, 1995). However, individual accountability was also required for each case study (Cramer, 1994). At the time that the team submitted its case report, each member of the team also submitted a confidential memo to the instructor reporting on the team process. A small percentage of the total grade (1%) was earned for simply turning in these reports. The teacher used information in these reports to trouble-shoot problematic team processes and to have individual meetings with students who needed further coaching on teamwork.

Contract Teamwork

Many of the students in the marketing communication master's program hope to parlay their graduate degree into a management position. It was important to give each student an opportunity for managerial leadership outside of the "shared leadership" role typical of most teamwork situations (Johnson, Johnson, & Smith, 1991). Similarly, as future managers, these students needed training in how to identify peers who could help them with learning and performing tasks (Nelson-Le Gall, 1992). Specifically, they needed experience in identifying and forming teams of individuals who have the level of technical skill required to complete marketing communication tasks (Syer & Connolly, 1996.)

A system of contract teamwork was developed for work on the marketing communication plan. This innovative teamwork process was designed to help students move from simple team processes to the more advanced processes outlined in Table 3.

Each student was responsible for managing the development of a marketing communication plan for a client of his or her choice. The task of creating the marketing plan was divided into eight sub-tasks (see appendix). Completion of these sub-tasks was tied to course material. For example, students wrote objectives for their campaigns after studying principles and practices related to marketing communication objectives.

But students did not have to work alone to create a marketing communication plan. They acted as managers to "hire" their classmates to assist in development of the plan. In addition to their managerial roles, each member of the class was also available as a "contractor" to work on classmates' marketing communication plans. To provide an incentive for all students to assist their classmates, all students were required to earn 10% of the final grade for work that they did on classmates' projects. Four steps were taken to facilitate the contract teamwork.

First, at the start of the semester, all students were required to prepare a resume' and cover letter targeted to their classmates. The teacher reviewed these materials individually with each student thus providing additional training in professional job-search skills (Taylor & Sheehan, 1997). All resume's and cover letters were then compiled into a book that was distributed to all students. All "managers" could review this book to find "contractors" that could assist them with any aspect of the marketing communication plan.

Second, a contract form was created and posted to the class Web site where it could easily be downloaded. When students agreed to work together on any aspect of the marketing communication plan, they signed a contract and gave a copy to the teacher. The contract specified what was expected of both the contractor and manager and included a deadline date for the contract work. These contracts were designed to enable managers to hire contractors who could

help them learn new skills (Nelson Le-Gall, 1992) and complete a project that was of a higher quality than the individual could have achieved alone (Ju & Cushman, 1995).

Third, both the class structure and extra support provided by the teacher helped students become familiar with their classmates capabilities. As noted above, teamwork on the case studies was structured in such a way that members of the class had an opportunity to work with most of their classmates on one of the three case studies. Also, throughout the semester, the teacher prodded students who had not completed contracts. Students were encouraged to use e-mail to arrange contracts. In a few cases, the teacher intervened to help students find contract work – this was most often needed by international students who believed that they had nothing to offer to their classmates. However, the teacher was able to use her knowledge of projects that were under development to identify managers who could benefit from the unique skills of students in areas such as international marketing consultation.

Fourth, at the end of the semester, each student was required to write a confidential memo to the teacher reporting on all contracts in which he/she had been involved as either a manager or contractor. In these memos, students also provided a subjective evaluation of the team process for the marketing communication plan.

Evaluation of Contract Teamwork

Most students chose to use their contract relationships to form relatively small teams. Twelve students formed two-person "teams" to work on the project. Another 12 contracted with two classmates to help them on their projects. Only five students entered into three contracts and no one signed more than three contracts.

One of the students' greatest fears was that they would not find anyone who would want their services. Only two students failed to earn the full 100 points; each of them earned 85 points. In both cases, the students majored outside of communication (law and nutrition) and had

inhibitions about the nature of the work they could perform for classmates. However, when they were encouraged to seek contracts that matched their backgrounds both found rewarding work that was appreciated by the managers for whom they worked.

Table 4 provides a summary of the types of tasks for which contracts were made. This table also shows how many students contracted for specific types of services and summarizes how many points were "spent" for each type of service.

Table 4. Summary of Team Contracts

Description	Number of Contracts	Average points per contract	Lowest Points for Service	Highest Points for Service
Creative Tactics	19	26	8	85
Brainstorming	18	24	11	50
Creative Strategy	15	24	5	50
Editing	8	43	8	100
Presentation	6	28	8	50
Review	5	46	11	100
Research	5	41	25	50
Budgeting	5	34	25	50
General Assistance	4	41	28	50
Evaluation Strategy	4	20	7	28
Planning	3	36	25	50
Establishing Objectives	3	26	25	28
Media Strategy	3	20	11	25

Students were asked to provide a general assessment of the contract system of teamwork. 16 (55%) gave highly favorable assessments, 8 (28%) gave mixed assessments, and only 5 (17%) gave negative assessments.

Among those who had positive assessments of the contract system of teamwork, most expressed gratitude for the help they were able to get and give on projects. They seemed to believe

that they had learned from each other as well as from the process of developing the marketing communication plan. One student wrote:

By stimulating us to offer services in exchange for points it made us learn how and when it is appropriate to contract a job to external consultancies and professionals. In addition, contracting out certain jobs has allowed me to have the weakest areas of the project reviewed by someone more experienced than myself, thus improving overall quality.

Many students echoed the theme that their contracts had enabled them to have a finished project that was better than they could have achieved working individually. But many students also expressed appreciation for the fact that they were not solely dependent on team members for their grade on such a major project. One wrote: "The system appears to give the individual more control over his or her destiny."

For those who gave the system mixed reviews, their positive comments were similar to those mentioned above. But, for various reasons, the system "broke down" in some way that did not allow them to experience the full benefits of the contract teamwork. The most frequent complaint was that demands of jobs and other classes got in the way of teamwork.

Those who had a negative assessment of the contract teamwork often echoed the problems with schedule conflicts. One student wrote: "I want my work to be my own." Another wrote: "I think it's a lot of responsibility to take on a part of someone else's project, as it is difficult to fully get your arms around what they are trying to accomplish." Finally, some students expressed frustrations in trying to find partners with whom they could contract.

Improvements and Applications

After one semester of trial with the contract teamwork process, evaluation from students and the assessment of the teacher is primarily positive. This system seems to offer a unique way to blend teamwork with managerial training that is specific to marketing communication.

Contract teamwork is a concept that could work in many classes. Of course, if teachers are simply seeking a way to reduce the number of papers they have to grade, this system may not

suit their purposes. But, depending on the course structure, a system of alternating leadership might be appropriate. For example, in a class that involves multiple small projects, each student might take a leadership role for only one project. Thus, at any one time a relatively small number of teams would be operating with managers contracting with class members for specific assistance.

Each teacher will need to customize the contract teamwork approach as needed so that it supports course objectives. Students provided some good suggestions for ways in which the system might be improved. Some students found themselves doing last minute "scrambling" for points. It might be appropriate to set a relatively early deadline for contracts so that students have time to benefit from each other's skills. More periodic reporting on the status of contracts was also seen as a useful tool for forestalling procrastination. Another suggestion was for the teacher to form "pools" from which students could select contractors. This would limit the number of people any individual had to contact. If the pools were constructed carefully, they could provide a well-structured heterogeneous group of people with a broad range of skills. More in-class discussion of student projects could also facilitate the process of matching managers and contractors.

In sum, this experiment in "leaving the ivory tower" has been a success. Contract teamwork offers students an opportunity to build both managerial and teamwork skills.

Appendix

Following are the sections of the syllabus that provide students with information about teamwork as it is implemented in the course described in this paper.

Case Studies

Case studies provide students with an opportunity to apply book knowledge to real-world situations. For each case, you will be assigned to a different team. As a team, you will write a case report. You should also be prepared to discuss and debate the case in class. You will be provided with a detailed handout on how to read, analyze, discuss, and write case studies.

Marketing Communication Campaign

At the start of the term, you will pick a client. Throughout the semester, you will develop a marketing communication campaign for this client. There are no restrictions on what client you choose. However, you may find your work most meaningful if the client is a real organization that you can contact.

Situation Analysis and Target Audience. Write a 7- to 10-page paper that profiles your client and its target audience for the campaign you propose. The exact structure of this paper will depend on your client and its audiences. But, among the things you should include are background information about your client, competitive information, an analysis of marketing opportunities and challenges, and a profile of both current and prospective target audiences. This paper will require research. You must provide references for at least five different sources of information that you use in preparing this paper. Potential sources include annual reports, Web sites, personal interviews, trade publications, newspapers, magazines, databases, etc. You must use at least three different types of sources (e.g., Web site, personal interview, trade publication).

Objectives. Identify the direct and/or indirect objectives that will guide your project. You should be able to encapsulate these in 1 to 2 pages. Be sure that your objectives are clear and

measurable. In addition to simply stating the objectives, provide a rationale for why they are important for your client. These objectives should be an outgrowth of the situation analysis and identification of target audience.

Creative Brief and Communication Tactics. Write a creative brief that provides a strong strategic perspective on which creative concepts can be built. Also provide an overview of what types of tactics (e.g. advertising, sales promotions, etc.) you plan to use and explain why you selected these tactics. Total paper length should be 3 to 5 pages.

Cost Estimate. Provide a 1- to 2-page budget. Budgets will vary depending on the financial resources of the client and the communication tactics you plan. In addition to the budget, you should include a one page summary of the method you used in determining the budget and the sources you used for cost estimations.

Evaluation Plan. Write a 1- to 2-page summary of how you plan to evaluate the success of your campaign. Your evaluation plan should be tied directly to your objectives. How will you be sure the objectives have been met?

Sample Communication Tools. Provide "mock-ups" of three communication tools you recommend for your client. This class is not a course in advertising design; therefore, perfection of artwork is not expected. However, consistency with the strategy you developed for your campaign is critical. Communication tools do not have to be finalized (e.g., a thumbnail sketch for an advertisement is acceptable) but each should be presented in such a way that your client can understand the concept. Examples include (but are not limited to): print advertisements, broadcast commercials, sponsorship programs, publicity programs, Web sites, outdoor advertising, sales promotions, direct marketing programs, point-of-purchase materials, etc. You should develop at least two different types of communication tools (e.g., ads, direct marketing campaign) and you should explain how these tools are part of your integrated marketing communication efforts.

Final Compiled Plan. Compile all the components of the campaign that you have worked on throughout the semester. Revise as needed based on feedback from me and based on additional things you have learned throughout the semester. This should be presented as a single document that you can include in your portfolio.

Presentation. Make a 15-minute presentation "pitching" the marketing communication program to the class as if the class were your client. Include basic concepts from your written materials and present the sample communication tools you have prepared. Be prepared for Q&A following your presentation.

Team Process

Learning to work in teams is an important part of your preparation for the "real world" of work. In most jobs, your performance will be evaluated, at least in part, on how well you are able to contribute to teamwork. Three types of team activities are central to this course.

Resume' and Cover Letter. On September 21, you will turn in a resume' and cover letter. You will make an appointment to meet with me sometime between September 21 and September 25. We will discuss your materials. You will revise your resume' and cover letter and submit the revised version on September 28. These will be compiled and distributed to everyone in the class. They will help you know more about each other as you work on cases. They will also help you select people to assist you in working on your campaign.

Memos about Team Work. On the same day that you turn in your team case study report, each member of the team will also write to me an individual 1- to 2-page memo that summarizes how the team worked together on preparing this case study. What you write will not be shared with anyone else. You will not be graded on the content of these memos, simply on the fact that you turn them in and describe honestly how the team process is working for you. The purpose of

these memos is to help me identify any people who may be having problems with the team process so that I can work one-on-one with them in developing team skills.

Contribution to Classmates' Campaigns. Each member of the class will earn 100 points (10 percent of the grade) for assistance they give to class members' campaigns. You may want to contract to provide specific services (e.g., research, writing, editing, brainstorming, design, etc.) to multiple class members. In this case, you might agree that a specific task is worth a given number of points (e.g., editing the final report for 20 points). Or, you may want to form teams of 2-4 and each agree to distribute evenly your points to each member of the team. In this arrangement, each member of the team would still be the "leader" for his/her specific campaign, but would assist other members of the team in many aspects of conceptualizing and creating their campaigns.

We will discuss possible contractual arrangements and allow some class time for arranging contracts. However, it is completely up to you to negotiate these contracts. You can use the compilation of resume's and cover letters to help you determine what skills your classmates have. You will also be getting to know your classmates better as you work on case studies.

Theoretically, you could complete **your** campaign with no input from your classmates and there would be no grade penalty (except that you might have been able to do better work with input from your classmates). However, you will lose 10 percent of your grade if you don't work on **other students'** projects (lowering your final grade by one full letter grade). This means there is a supply of labor in the class that is motivated to work. It's up to you as a member of that labor force to sell your services to managers. It's up to you as a manager to find the best way to put that labor force to work for you.

On December 14, all students will provide me with a summary of how they earned their 100 points for assisting others. I will ask for a sign-off from the student manager of the campaign(s) from which the points were earned.

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